

## LEARN WITH NADSFL CONTENT-RICH UNITS: INCORPORATING AP THEMES AT ALL LEVELS

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ACTFL Philadelphia 2012  
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**Learn with NADSFL: Content-Rich Units: Incorporating AP Themes at All Levels**  
ACTFL, November 2012  
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<p>Powerpoint - Content Rich Units Essential Question Chart</p> <p>Contemporary Life: Balance of Life</p> <p>Global Challenges: Education</p> <p>Contemporary Life: Le Petit Prince</p> <p>Template Blank - Standards-Based IPA Unit</p>	<p><a href="#">Essential Question Chart.docx</a> <small>Details Download 23 KB</small></p> <p><a href="#">Balance of Life Standards-Based IPA Unit.d</a> <small>Details Download 26 KB</small></p> <p><a href="#">Education Standards-Based IPA Unit.docx</a> <small>Details Download 25 KB</small></p> <p><a href="#">Le Petit Prince Standards-Based IPA Unit.d</a> <small>Details Download 24 KB</small></p> <p><a href="#">Standards-Based IPA Unit Blank Template.x</a> <small>Details Download 21 KB</small></p>
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## Overview

- 1 • Entry Points to Curriculum Design
- 2 • Role of AP Themes in Selecting and Developing Content-Rich Units
- 3 • Sample Units

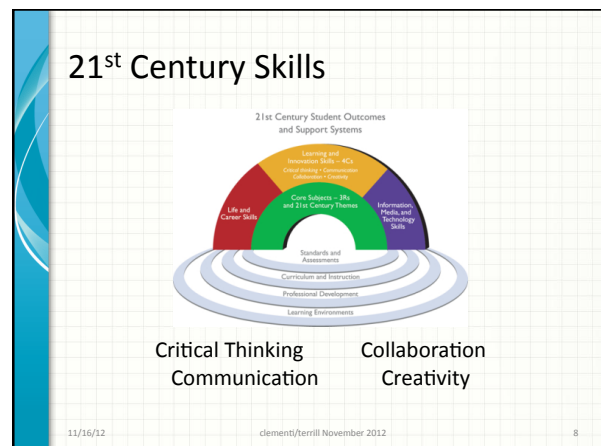
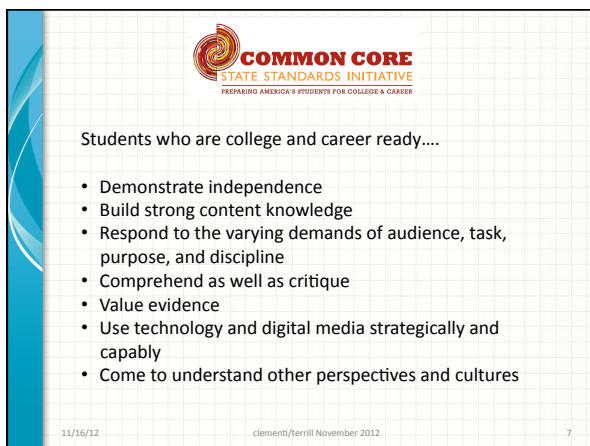
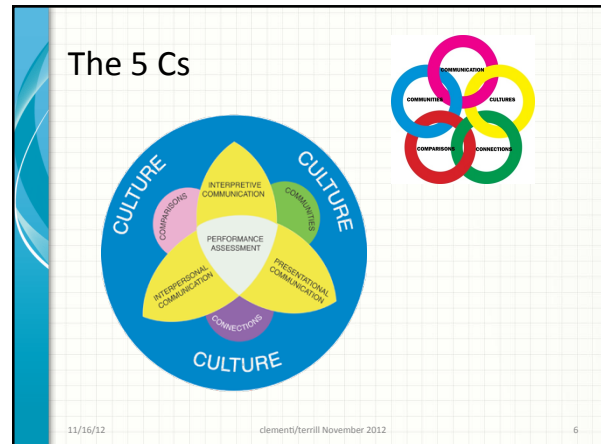
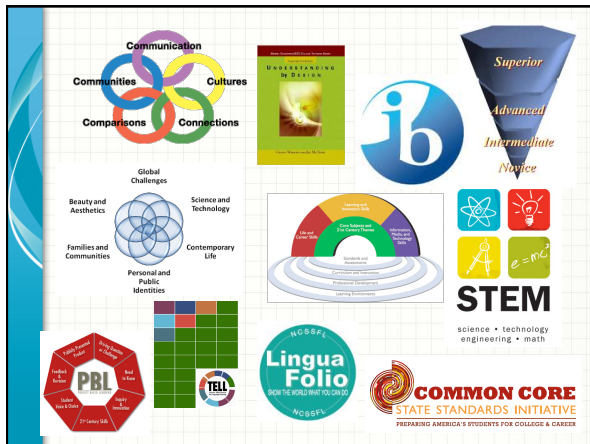
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## Curriculum Design

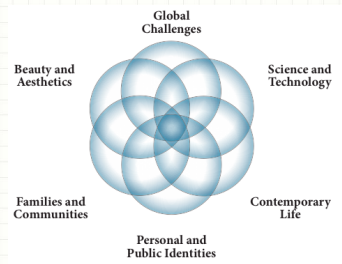
What elements do you consider when you begin to develop curriculum for your world language program?

What national initiatives influence your decision-making?

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## AP Themes



## Remember Marcel Proust...

- *“The real voyage of discovery is not in seeking new landscapes but in seeing with new eyes.”*



Microsoft Clipart

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10

## Content-rich Units are....

- Intrinsically interesting
- Cognitively engaging
- Culturally connected
- Communicatively purposeful...

--Curtain, Clementi, Sandroock



*...not merely thematic vocabulary lists*

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11

## Important Questions Guide Choices

**FOOD** **CLOTHING** **EMOTIONS**  
**SCHOOLS**  
**SPORTS** **HISTORY** **OUTDOORS** **HOLIDAYS**  
**PROFESSIONS** **SHOPPING**  
**TRANSPORTATION**  
**FAMILY** **ART** **CITIES** **TRAVEL** **HOUSES**

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12

## Overview

- Identity: Stereotypes and Generalizations
  - Personal and Public Identities
  - Families and Communities
- Quality of Life
  - Contemporary Life
  - Beauty and Aesthetics
- Global Citizenship
  - Global Challenges
  - Science and Technology



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13

## Identity: Stereotypes and Generalizations

Personal and Public Identities	Important Questions
Food Emotions History	Who am I? You are what you eat: is that true? What is a friend? What makes you happy? What makes a person famous?

Families and Communities	Important Questions
Family Cities Holidays	How do you describe a family? Why is community important? How does where you live influence who you are? What do we celebrate?

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14

## Quality of Life

Contemporary Life	Important Questions
Transportation Sports Professions Houses Shopping	How much space do you need? Are you healthy? What jobs will be needed in 2020? What do you need vs what do you want?
Beauty and Aesthetics	Important Questions
Outdoors Clothing Art Music Travel	What makes a place beautiful? What influences first impressions? What is beauty? What is the perfect travel destination? Does clothing tell a story? How does music influence your mood?

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15

## Global Citizenship

Global Challenges	Important Questions
Nature Daily lifestyles Children's rights We all need....water, food, etc. Education	How green is your lifestyle? Why do we need schools? What does it mean to be educated? What do you need vs what do you want? Why do we need green space? What is a global citizen?
Science and Technology	Important Questions
Famous people History	What impacts our health? What discoveries/inventions/inventors have changed the world? How does technology open avenues of communication? How does technology impact our lives?

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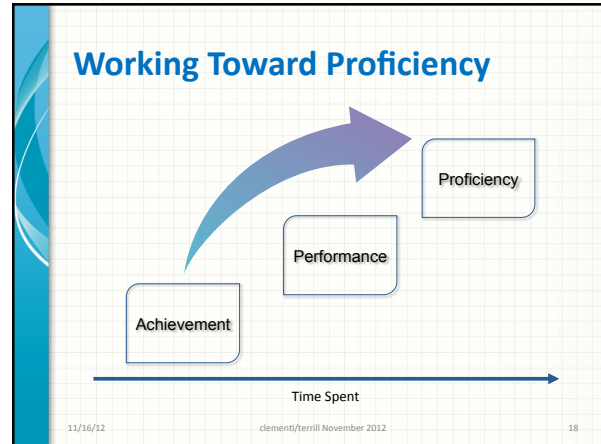
16

	BOOKS	INTERMEDIATE	ADVANCED
	IDENTITY, BELONGING, AND INTERCULTURALITY	IDENTITY, BELONGING, AND INTERCULTURALITY	IDENTITY, BELONGING, AND INTERCULTURALITY
Personal and Public Identities	Who am I? → → → → → How does what I do define who I am? What is friendship? → → → → →	How do I relate to the world? What am I doing to gain the skills that I need for my future? Who is I and what role does a hero play?	How does learning another language and culture influence who I am and my view of the world? How is my identity being shaped over time? What role does collaboration play in global citizenship?
Families and Communities	Why is community important? → → → → →	How do places and events define and impact the identity of a community?	How do communities develop and how do they reflect society?
Contemporary Life	How balanced is your lifestyle? → → → → → How does clothing tell a story? → → → → →	What is wellness? → → → → → How does stereotyping impact society?	What role does media play in shaping public opinion? What is the relationship between consumer and producer?
Beauty and Aesthetics	How does society recognize and promote beauty? → → → → → Why are movies art? → → → → →	How do you express yourself? How do music and art reflect time and place?	How can schools encourage creativity and innovation? What makes a piece of literature a classic?
Science and Technology	Who are the inventors? → → → → → What does it mean to "be green"? → → → → → What are the rights of a child? → → → → →	How are advances in science impacting my life today? What is the relationship between man and nature? Why can't all children go to school?	What is the connection between exploration and innovation? Why is biodiversity important? Why do people immigrate?
Global Challenges	What is hunger? → → → → →	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?

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17



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18

## Contemporary Life: A Balanced Lifestyle

[realizations-to-living-a-balanced-life.jpg](http://realizations-to-living-a-balanced-life.jpg)

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19

<b>Language and Level</b>	French – Novice Mid → Novice High				
<b>Theme</b>	Contemporary Life: A Balanced Lifestyle				
<b>Important/Essential Question(s)</b>	How balanced is your lifestyle? What do you do to be healthy?				
<b>Goals</b>	<ul style="list-style-type: none"> <li>Students will be able to compare lifestyles of their family members with those of families in (Epernay) in terms of balance.</li> <li>Students will be able to make recommendations for ways to create or maintain balanced lifestyles.</li> <li>Students will explore health and wellness websites to identify elements of a healthy lifestyle.</li> <li>Students will create a presentation for the (community) highlighting ways to promote balance of life.</li> </ul>				
<b>Integrated Performance Assessment</b>	<p>Students will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas in English and will complete a graphic organizer based on information found in the text.</p> <p>(Note: The presentational and interpersonal tasks follow the interpretive task and are informed by the information and knowledge gained from the interpretive task.)</p>				
	<table border="1"> <tr> <th>Presentational Task</th><th>Interpersonal Task</th></tr> <tr> <td>Students will create a presentation for the community highlighting ways to promote a balanced lifestyle. They might participate in a wellness fair or create a virtual wellness fair online.</td><td>In pairs or small groups students share what they have learned about their lifestyle and their family's lifestyle in terms of balance.</td></tr> </table>	Presentational Task	Interpersonal Task	Students will create a presentation for the community highlighting ways to promote a balanced lifestyle. They might participate in a wellness fair or create a virtual wellness fair online.	In pairs or small groups students share what they have learned about their lifestyle and their family's lifestyle in terms of balance.
Presentational Task	Interpersonal Task				
Students will create a presentation for the community highlighting ways to promote a balanced lifestyle. They might participate in a wellness fair or create a virtual wellness fair online.	In pairs or small groups students share what they have learned about their lifestyle and their family's lifestyle in terms of balance.				

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20

## A Balanced Lifestyle

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Cultures	<b>Product:</b> Café
	<b>Practice:</b> Stopping with friends for coffee
	<b>Perspective:</b> It's not the coffee, it's the conversation
	<b>Product:</b> School year calendar
	<b>Practice:</b> Regular breaks, holidays
	<b>Perspective:</b> Balance




Image: <http://bienvenueentretenous.unblog.fr/2010/10/28/divertissements>

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## A Balanced Lifestyle

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	Culture	Language
<b>Comparisons</b>	Work time/leisure time Mealtime with/without family Weekend activities Walking/driving Teenagers working during school year/summer Life expectancies Work to live/live to work	"la joie de vivre" "metro, boulot, dodo" Making polite recommendations
<b>Connections</b>	Other Disciplines Health and wellness: Compare recommendations for healthy lifestyles Media studies: Impact of media on lifestyles; marketing diet/exercise	Technology
<b>Communities</b>	Look at a community-based issue related to balanced lifestyles and offer solutions Examine personal lifestyles and make adjustments as needed	

image: simounet.net

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## A Balanced Lifestyle

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Connections to Common Core	<b>Reading:</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<b>Writing:</b> 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<b>Writing:</b> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Speaking and Listening**

**Reading**

**Interpretive**

**Interpersonal**

**Presentational**

**Writing**

**Speaking**

**Language**

Proficiency Levels: Novice, Intermediate, Advanced

www.actfl.org/commoncore

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## A Balanced Lifestyle

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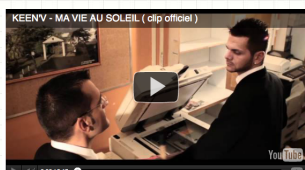
Tool Box			
Language Functions	Structures / Patterns	Essential Vocabulary	
Compare lifestyle routines	plus que, moins que, aussi que (la) lundi	Une bonne hygiène de vie Un régime équilibré	
Describe your daily schedule	interrogative pronouns and adjectives	La détente Faire de l'exercice Se détendre/se dépêcher Être détendu/Être stressé	
Express frequency saying when and how often you do certain things	adverbs	Souvent/rarement De temps en temps Normalement (x) fois par jour/semaine/mois	
Express needs saying what you need to do to be healthy	Il faut / Il me faut		
Express opinions about daily activities, schedules	Il est important de, Il est bon de		
Make suggestions about ways to be healthy	Tu devrais / Vous devriez Il te/you faut		
Key Learning Activities			
Mode of Communication	Activity	Purpose	In-class / Home
Interpretive	Song - <i>Ma Vie au Soleil</i> - Watch video clip, list activities that relate to metro, boulot, dodo and activities that relate to a more relaxed lifestyle.	Hook	Class
Interpretive	Read French Girl in Seattle: <i>Une Visite au café</i> . Select an image from the article or a personal image. Explain the role of the café from the perspective of the article and from your perspective. Use French when you can. Post your image and comments.	Flipped and in English to build cultural understanding	Home
Interpretive	Work with short reading <i>La Détente</i> - connect détente activities to images	Vocabulary related to activities	Class
Interpretive/Interpersonal	Look at <i>Calendrier des fêtes</i> and compare to school calendar. Consider actual holidays, days off. Look at images with Zone A, B and C. Compare to US system of school holidays. Discuss schedules with	Make comparisons	Class

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## A Balanced Lifestyle

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## Resources



### CULTURE DE LA CHAMBRE

Les jeunes passent beaucoup de temps chez eux et plus particulièrement dans leur chambre.

Les adolescents consacrent en moyenne :

- 1 heure 27 par jour à Internet.
- 1 heure par jour à la télévision, pour les 11-12 ans, et 1 heure 40 pour les 16-18 ans.
- presque 1 heure par jour pour les 13-15 ans.....

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25

## Interpretive Task:

Students will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas in English and will complete a graphic organizer based on information found in the text.



image: educasse.ch

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26

## Mes activités et passe-temps préférés



### Loisirs et plein-air

J'aime jouer dehors avec mes amis. En été, je fais de la voile. J'ai un petit dériveur **Laser 1** et je commence à m'entraîner à faire des régates. Mais parfois la météo m'oblige à demeurer à l'intérieur. J'en profite pour construire des **modèles réduits** ou pour jouer avec mon petit frère avec mes **Lego** ou avec mon **Nintendo 64**.



### TÉLÉ & VIDÉO

J'aime les dessins animés des **Simpsons** et de **Taz** (Le diable de Tasmanie). Mon film préféré: **Coeur Vaillant** avec Mel Gibson.

<http://www3.sympatico.ca/serge.richard2/page5.html>

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27

## Global Challenges: Education

<b>Language and Level</b>	French - Novice High → Intermediate Low	
<b>Theme</b>	Global Challenges: Education	
<b>Important/Essential Question(s)</b>	Why can't all young people go to school?	
<b>Goals</b>	<ul style="list-style-type: none"> <li>Describe the current status of education of young people locally, nationally, and globally</li> <li>Identify and categorize economic, political, and social reasons why young people around the world cannot go to/stay in school</li> <li>Give reasons why going to school is important to oneself and locally, nationally, globally</li> <li>Give examples of initiatives to support schooling for all young people around the world</li> <li>Connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued communication</li> </ul>	
<b>Integrated Performance Assessment</b>	<p><b>Interpretive Tasks</b></p> <p>Students watch a movie about a young girl in Sénégal. Afterwards the students will describe how the girl's life was represented in the film, and how it was influenced by the lack of education. Students examine two Internet sources in order to describe initiatives that support schooling for all young people around the world.</p>	
<i>(Note: The presentational and interpersonal tasks follow the interpretive task and are informed by the information and knowledge gained from the interpretive task.)</i>	<b>Presentational Task</b>	<b>Interpersonal Task</b>
	Students design a plan for continued collaboration with a school in (x); present the plan to other classes/schools to encourage their participation.	In small groups, students discuss ideas for continued collaboration with a school in (x) and how to involve other classes/schools/community in the collaboration.

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28



## Interpersonal Task :

In small groups, students discuss ideas for continued collaboration with a school in (x) and how to involve other classes/schools/community in the collaboration.

### Reconstruction Haïti

#### RECONSTRUCTION HAÏTI : CAMPAGNE UNICEF D'AIDE AUX ENFANTS

L'Unicef France lance une campagne nationale pour aider au retour à l'école des enfants haïtiens :



"Les écoles se construisent et les enfants se reconstruisent".

Tel est le message de cette campagne qui ne laissera personne indifférent. Une photo montage met en scène une classe d'enfants haïtiens, qui n'ont pas été touchés par le séisme, au milieu des débris, pour mettre l'accent sur la nécessité de la scolarisation afin d'aider les enfants à se relever après le traumatisme du séisme. Cette campagne est un appel à tous nos donateurs pour ne pas relâcher leurs efforts.

<http://www.unicef.fr/contenu/info-humanitaire-unicef/reconstruction-haiti>

11/16/12

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29

## Contemporary Life: Lessons for Life

<b>Language and Level</b>	French - Intermediate Mid → Intermediate High
<b>Theme</b>	<b>Contemporary Life:</b> Lessons for Life
<b>Important/Essential Question(s)</b>	How do you prioritize work, family, friends, leisure to achieve a balanced lifestyle? What makes a piece of literature a "classic"?
<b>Goals</b>	<ul style="list-style-type: none"> <li>Read and analyze the plot, characters, symbolism and themes in <i>Le Petit Prince</i></li> <li>Describe the characters and their priorities in <i>Le Petit Prince</i> (1943) and evaluate the degree to which these characters and priorities exist today (2012)</li> <li>Compare the concept of friendship in French culture to the concept of friendship in the United States</li> <li>Rate <i>Le Petit Prince</i> in terms of its representation as a classic of literature</li> </ul>
<b>Integrated Performance Assessment</b>	<p><b>Interpretive Tasks</b></p> <p>As students read <i>Le Petit Prince</i>, they complete a diary describing the characters that the <i>Petit Prince</i> meets on his travels and how these characters resemble people in today's world.</p> <p><b>Presentational Task</b> ↔ <b>Interpersonal Task</b></p> <p>← Create a representation of the key lessons of <i>Le Petit Prince</i> for a 2012 audience. →</p> <p>↔ In small groups, students determine the characteristics of a "classic". Students then share their lists to create a master list of characteristics. Finally, students discuss the degree to which <i>Le Petit Prince</i> meets the characteristics of a "classic".</p>

11/16/12

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30

## Presentational Task :

Create a representation of the key lessons of *Le Petit Prince* for a 2012 audience.



<http://www.lepetitprince.com>

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31

## Your Unit.....

<b>Language and Level</b>	
<b>Theme</b>	
<b>Important/Essential Question(s)</b>	
<b>Goals</b>	
<b>Integrated Performance Assessment</b>	<p><b>Interpretive Tasks</b></p> <p>← <b>Presentational Task</b> ↔ <b>Interpersonal Task</b> →</p>

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32



## Pathways to Excellence

Preparing students for meaningful interactions with people around the world, helping them understand their own culture, and preparing them to be explorers: being curious, asking questions, being open to sharing new experiences and new ideas, ultimately with the goal of creating networks of collaboration to address the problems facing today's world.

--Clementi

11/16/12

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33

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Powerpoint - Content Rich Units	
Essential Question Chart	<a href="#">Essential Question Chart.docx</a> <a href="#">Details</a> <a href="#">Download</a> 23 KB
Contemporary Life: Balance of Life	<a href="#">Balance of Life Standards-Based IPA Unit.d</a> <a href="#">Details</a> <a href="#">Download</a> 26 KB
Global Challenges: Education	<a href="#">Education Standards-Based IPA Unit.docx</a> <a href="#">Details</a> <a href="#">Download</a> 25 KB
Contemporary Life: Le Petit Prince	<a href="#">Le Petit Prince Standards-Based IPA Unit.d</a> <a href="#">Details</a> <a href="#">Download</a> 24 KB
Template Blank - Standards-Based IPA Unit	<a href="#">Standards-Based IPA Unit Blank Template.r</a> <a href="#">Details</a> <a href="#">Download</a> 21 KB

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34